

Investigation and Analysis on Learning Burnout of Local College Students in China

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Abstract: The phenomenon of learning burnout is widespread among college students, which seriously affects their academic performance and hinders their physical and mental health development. In order to study the causes of college students' learning burnout and its impact, this project designed a questionnaire according to the current situation of learning burnout and conducted a pre-survey by combining online and offline. Taking college students in Anyang as the survey object, 443 formal questionnaires were distributed, and 381 were effectively recovered, with an effective recovery rate of 86%. Then, the reliability of the questionnaire is tested, and in-depth research is carried out from three modules: personal basic information, causes of learning burnout and effects of learning burnout. Using descriptive statistics to analyze the basic situation of the questionnaire, analyze the causes of learning burnout, and further analyze the influence of learning burnout according to the data. Finally, according to the above research and the current situation of college students' learning burnout, some suggestions are put forward for college students to avoid falling into learning burnout.

Keywords: Learning burnout, college student, influencing factor, countermeasure research.

1. INTRODUCTION

The increase in quantity has also brought about changes in quality, and for the long-term development of colleges and universities, the learning situation of college students is an effective indicator to measure the quality of education (Xie & Xiao, 2023). However, today's college students' learning situation is not optimistic, the sharp increase of employment competition pressure, the absence of learning supervision and uncertainty about the future, etc., which leads to the phenomenon of learning burnout in some college students to varying degrees, and their boredom with learning leads to a series of behaviors to avoid learning. The phenomenon of learning burnout seriously affects the healthy development of college students' body and mind, and restricts the improvement of the quality of talent training in colleges and universities and the realization of the goal of "strengthening the country through talents".

The concept of learning burnout developed from job burnout. In 1974, H. J. Freuburger, an American clinical psychologist, put forward the concept of "burnout" for the first time. He defined burnout as the chronic fatigue, depression and frustration caused by individuals when their work was not recognized by organizations or others, and they were not rewarded accordingly (Guo & Quan, 2024). Compared with

foreign countries, Chinese scholars' research on learning burnout started late. After studying the foreign research results of learning burnout, combined with the actual situation in China, this paper defines learning burnout as a state of emotional exhaustion, depersonalization and low sense of personal accomplishment caused by academic pressure, academic burden or other personal psychological factors during the learning process, which is a manifestation of academic emotions. In the state of learning burnout, students lose interest in learning or lack motivation, learning is in a passive state, and students skip classes and are tired of learning.

Learning burnout refers to the phenomenon of students' burnout in the learning process, and the research focuses on the measurement, structure and influencing factors of learning burnout (Xu, 2024). Most scholars support the view that too much academic pressure leads to learning burnout, while a few scholars suggest that learning burnout may be caused by lack of interest in what they have learned (Yu & Lu, 2023). Under the big educational background of China, college students are relatively free on campus, and their learning pressure is significantly reduced. Most of their learning burnout is caused by the improper majors they chose when they applied for the exam, and they are not interested in their majors (Liu & Hu, 2020).

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Research shows that the detection rate of college students' learning burnout reaches 37.8% (Yin & Hu, 2014), and the incidence of truancy reaches 67.81%. After students enter the university, on the one hand, due to the lack of reasonable planning for their academic career and the failure to establish clear learning goals, many college students are lost in their four-year study life, and the aimless state gradually makes them have negative emotions about learning (Ge, et al., 2022). On the other hand, the pleasure of leaving parents' control, the freedom of university campus and the temptation of many outside entertainments make college students more and more lax in their studies, and a series of bad behaviors such as skipping classes and not attending classes frequently occur, and even serious phenomena such as "failing classes", "taking classes instead of classes" and "cheating in exams" appear. "China Education Modernization 2035" clearly puts forward to improve the ability of cultivating and innovating first-class talents, and the key to cultivating first-class talents lies in the quality of school education, and the key to improving the quality of school education lies in improving students' learning enthusiasm. Therefore, investigating the current situation of college students' learning burnout, analyzing its causes and formulating corresponding solutions are the key links to stimulate students' learning enthusiasm and enhance the cultivation of first-class talents.

The university period is a crucial period for college students to systematically learn professional theoretical knowledge, enhance their comprehensive ability and develop themselves in an all-round way, which has a far-reaching impact on their future development. College students have negative psychology such as boredom, fatigue and slackness in

learning. Long-term persistence of this state will easily lead to symptoms such as anxiety and depression, which will not only harm physical and mental health, but also hinder academic progress. Therefore, learning burnout will not only have many adverse effects on college students, but also reduce the quality of higher education and waste the educational resources of the country. How to improve the learning burnout of college students needs to be solved urgently. Based on the investigation of the current situation of college students' learning burnout, this paper focuses on exploring the influencing factors that cause students' learning burnout and their potential relationships, and puts forward corresponding countermeasures to reduce learning burnout.

2. Descriptive Statistical Analysis of Learning Burnout

College students in Anyang were selected as the research object, and 443 questionnaires were distributed, 443 questionnaires were recovered, and 381 questionnaires were valid, with an effective rate of 86.00%. This questionnaire uses Cronbach's Alpha reliability coefficient to test the reliability of each index of the questionnaire. Cronbach's Alpha coefficient value is between 0 and 1, and the greater Cronbach's Alpha coefficient value, the higher the reliability of the questionnaire. When the reliability coefficient is greater than 0.8, it shows that the reliability of the questionnaire is high; When the reliability value is 0.6-0.8, it shows that the questionnaire is acceptable and reliable; However, when the reliability value is below 0.6, the questionnaire needs to be rewritten. In this paper, SPSS software is used to statistically analyze the whole questionnaire and each variable, and the results are shown in Table 1.

Table 1: Reliability Analysis of Questionnaire Data

	Cronbach's Alpha	Number of Terms
Individual	0.704	3
Family	0.847	4
School	0.802	3
Society	0.757	3
Total Table	0.843	13

From the analysis of Table 1, we can see that Cronbach's Alpha values of all variables in the questionnaire of learning burnout of college students in Anyang city are greater than 0.7, and the Cronbach's Alpha value of the total table is 0.843 greater than 0.8, which meets the standard of questionnaire reliability value, indicating that the questions raised in the questionnaire have certain reliability, so they pass the reliability test.

In order to clearly understand the overall situation of data information and observe the data characteristics, this paper visualizes the collected data. First of all, this paper deals with the gender of the respondents and the types of majors they have studied.

Among the 381 respondents, 70% are women, 30% are men, and the ratio between men and women is close to 1: 2. By analyzing the majors of the respondents, the proportions of science and engineering and non-science and engineering are 83% and 17% respectively. Compared with other majors, science courses are more difficult, the course tasks are more arduous, and the resulting learning pressure is also greater. Secondly, the data of the respondents' residence and grade are visualized. Judging from the respondents' hometown, there are more college students living in rural areas, accounting for 69.34%, and college students living in cities and towns account for 29.66%. College students living in cities and towns have been exposed to more educational resources since childhood than those living

in rural areas, with more intense competition, higher expectations for their future careers and greater learning pressure. Respondents are freshmen and juniors, accounting for 59.06% and 23.88% respectively, and sophomores account for 12.07%. Freshmen have just stepped into the university campus, separated from the busy high school life, and started a beautiful college life, with little learning pressure and unclear learning motivation. Most junior students have a clear plan for their future development. Whether they are taking the postgraduate entrance examination or taking a job, their learning objectives are relatively clear compared with other grades, and they are highly motivated to learn.

Students' learning state is the internal driving force to maintain learning and the core to maintain a positive attitude. Learning state can reflect students' learning burnout. The quality of students' personal learning attitude and students' self-control ability can directly reflect students' learning situation. When students' personal learning attitude is correct, their learning motivation is strong, their learning efficiency is high and their learning state is good. When students have strong self-control, they can keep their original heart and

their good learning state will not change when faced with some bad factors that affect their learning state. Therefore, this paper studies students' learning attitude and students' self-control ability.

This paper studies students' learning status through the investigation of "What is your attitude when you solve a difficult problem alone". If the students' attitude is "although it is difficult, they still have no distractions, and it is bound to solve the problem", it shows that students have a very good learning attitude; If the students' attitude is "occasionally influenced by other factors in the process of solving, but their mentality will be adjusted in time", it shows that students have a good learning attitude; If the students' attitude is "easy to lose concentration in the process of solving, they will still insist on solving", which shows that the students' learning attitude is average; If the students' attitude is "I will try, but it is easy to give up solving", it shows that the students' learning attitude is poor; If students "dare not try, give up without solving directly", it shows that students have a very poor learning attitude. The specific results are shown in Figure 1.

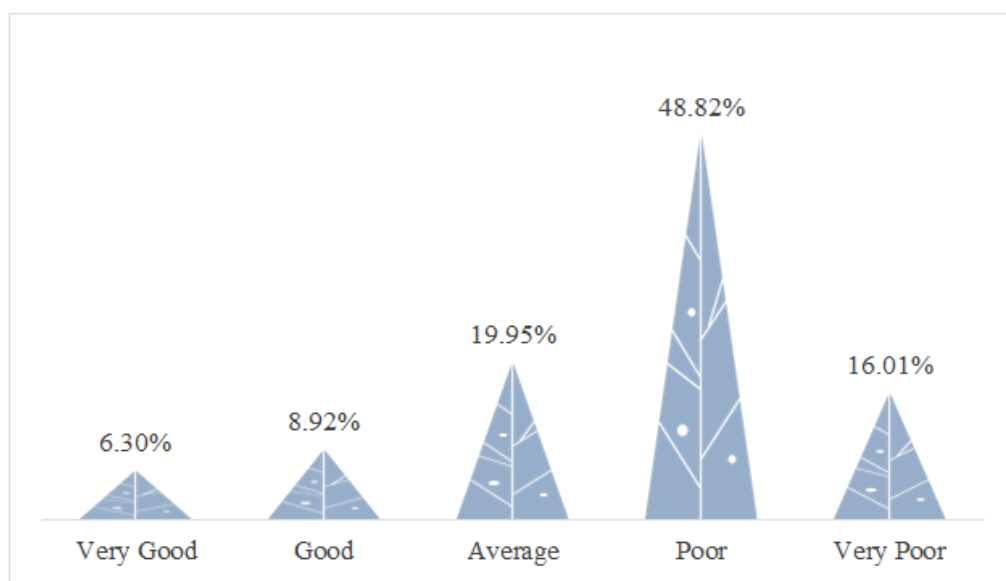


Figure 1: College students' learning attitude

As can be seen from the above figure, only 6.30% of students have a very good learning attitude, 8.92% have a good learning attitude, 19.95% have an average learning attitude, 48.82% have a poor learning attitude, and 16.01% have a very poor learning attitude. From this analysis, it can be concluded that most college students' learning attitudes are not good, and only a few people have good learning attitudes, which reflect the learning state of these students, and the good learning state can further reflect the learning burnout.

This paper studies students' self-control by investigating the question "What is your state when you

start learning". When students "can quickly adjust their state without supervision and start immersive learning", it shows that the students have very strong self-control; When a student "does not need supervision but needs to spend some time to concentrate and start studying seriously", it shows that the student has strong self-control; When a student "needs the supervision of others to remain calm and start learning", it shows that the student's self-control is average; When a student "can't concentrate and study whether supervised or not", it shows that the student's self-control is weak. Visualize the obtained data, and the result is shown in Figure 2.

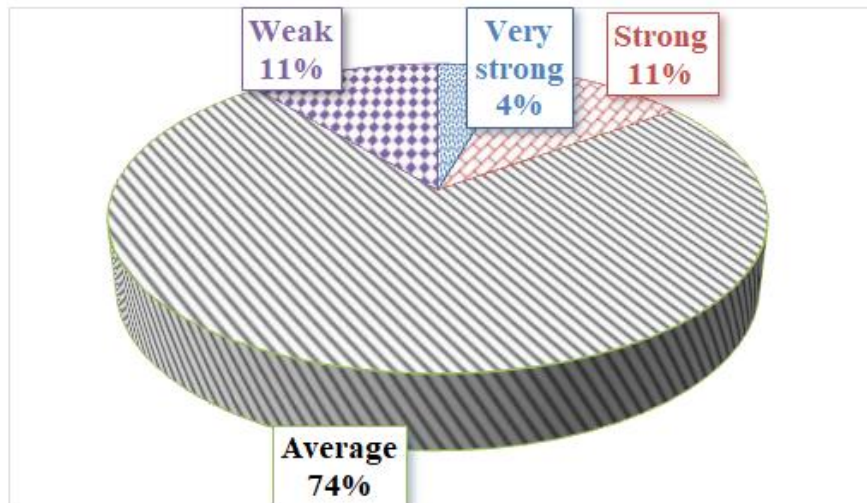


Figure 2: Proportion distribution of students' self-control

As can be seen from Figure 2, students with very strong self-control account for 4.46%, students with strong self-control account for 10.50%, students with average self-control account for 74.02%, and students with weak self-control account for about 11.02%. Therefore, according to the data analysis, the vast majority of students have average self-control ability, and the proportion of students with good self-control ability is very small.

3. Analysis on the Inducement of Learning Burnout

The subjects of this investigation team are college students, and their learning burnout generally

includes daily professional course learning burnout, review burnout before the final exam and learning burnout caused by national competitions. Learning burnout is usually a phenomenon of being bored with one's own learning, obviously reducing learning efficiency and being tired of the body. At this time, the state is realized as having the ability to learn, but losing the motivation to learn. Through research and investigation, we can find that learning burnout is a very common phenomenon. By listing some behaviors of learning burnout in the questionnaire, we can understand college students' cognition of learning burnout. The processed data are shown in Table 2.

Table 2: College Students' Cognition of Learning Burnout Behavior

Options	Subtotal	Proportion
Not active in class	251	65.88%
Don't listen carefully in class	324	85.04%
Play mobile phone during class	361	94.75%
Cut class	370	97.11%
Homework is not carefully completed	138	36.22%
Copying other students' homework directly	297	77.95%
Just get 60 points in the exam and will be satisfied	289	75.85%
Don't strive for high marks	156	40.94%

From the analysis of the above table, we can see that college students' recognition of learning burnout behaviors such as "playing mobile phone in class" and "skipping class" is very high, both of which exceed 90%, indicating that these two types of learning burnout are relatively common among college students and need to be paid attention to by schools and society to prevent such phenomena. The recognition of the two learning burnout behaviors of "not doing homework seriously" and "not trying to get high marks" is not very high, accounting for 36.22% and 40.96% respectively. This data shows that college students are generally Buddhist and not motivated enough, so it is necessary to guide

them to change this kind of cognitive state. Generally speaking, college students' cognition of learning burnout is clear, and they are not short of knowledge about learning burnout, but they will still fall into learning burnout, so we should guide college students to integrate knowledge with practice.

Through the investigation of attending classes, completing homework, coping with exams and facing competitions, this paper analyzes whether college students will experience learning burnout and its causes. The survey results are shown in Figure 3.

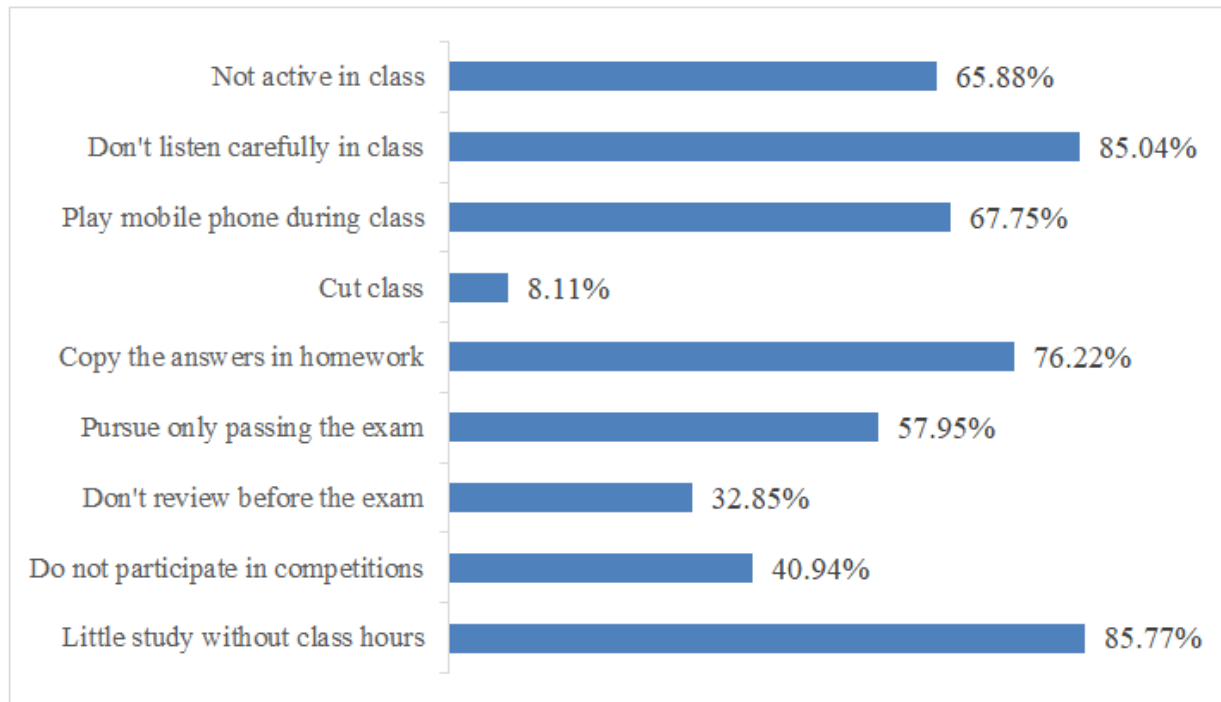


Figure 3: Current situation of college students' learning burnout

From the analysis of the above figure, only 8.11% of college students skip classes, which shows that there are relatively few students who fall into the serious learning burnout state of skipping classes. Most students suffer from learning burnout, such as "seldom studying in class", "copying answers from homework", "playing with mobile phones in class", "not being serious in class" and "not being active in class", accounting for more than 60%. It can be seen that the learning state of contemporary college students is not impressive, and the whole needs to be improved.

The reason of learning burnout is a complex and multidimensional problem, involving college students' cognition of learning burnout, learning pressure, environmental atmosphere, personal mentality and social support.

First of all, college students' cognition of learning burnout is an important factor affecting whether they fall into learning burnout. Some college students may think that skipping classes and playing mobile phones in class are ways to relieve the pressure of learning, rather than the performance of learning burnout. This cognitive deviation may lead them to fall into a state of learning burnout more easily. At the same time, even if college students have a certain understanding of learning burnout, they may still be unable to effectively overcome this sense of burnout in practice.

Secondly, learning pressure is one of the direct causes of learning burnout. College students are faced with heavy academic burden and fierce competitive

pressure, which may lead to their physical and mental exhaustion and loss of interest and enthusiasm for learning. Especially when college students feel that their efforts are not proportional to their grades, they may have a strong sense of frustration and powerlessness, thus further aggravating the degree of learning burnout.

Furthermore, the environmental atmosphere also has an important influence on the learning state of college students. If the environment in which college students live lacks a good learning atmosphere and support system, they may feel isolated and unable to effectively cope with the difficulties and challenges in their studies. In addition, some bad living habits and social circles may also have a negative impact on college students, making them more likely to fall into a state of learning burnout.

In addition, personal mentality is also an important factor affecting learning burnout. Some college students may lack self-confidence and doubt their abilities and potentials, which may lead to their lack of motivation and sense of purpose in their studies. At the same time, some college students may be too pursuing perfection and demanding too much of themselves. When they can't meet their expectations, they may feel depressed and disappointed, thus falling into the predicament of learning burnout.

Finally, social support is also an important aspect that affects college students' learning burnout. If college students can get support and encouragement from family, school and friends, they may be more confident and motivated to face difficulties and

challenges in their studies. However, if the social support is insufficient or lacking, college students may feel helpless and lonely, which makes them more likely to fall into a state of learning burnout.

4. Influence of Learning Burnout on College Students

Learning burnout refers to the fact that students are not interested in learning or lack certain motivation, but when they have to learn, they will begin to feel bored, which will lead to a mental state of exhaustion and a negative attitude towards learning. In addition, learning burnout will also have different degrees of negative impact on subsequent learning. Based on time, this paper divides learning types into short-term goal learning and long-term goal learning, and mainly studies the influence of learning burnout under different learning goals. Short-term target learning refers to the learning tasks to be completed in a short time in the future, such as listening carefully, taking homework seriously, paying attention to mid-term exams and final exams, and not skipping classes or missing classes. Long-term goal learning refers to the learning goals that run through the university for four years, such as CET-4 and CET-6, postgraduate entrance examination and so on, which need to be sustained and accumulated over time to achieve. Both short-term learning goals and long-term learning goals will bring more learning motivation to college students, and make them gradually interested in what they have learned in the process of learning goals struggle. In the face of negative events such as weariness, anxiety and procrastination, strong pursuit of learning goals will bring positive learning interest to college students and effectively prevent and alleviate their learning burnout behavior.

4.1 Influence of learning burnout on personal emotional and psychological aspects

Once learning burnout occurs, it is easy for those who are learning burnout to have negative emotions of learning weariness, anxiety and procrastination, and the learning goals of people around them will be shaken, the learning rhythm will be disrupted and the learning state will plummet. Students' learning psychological burden will increase, and their learning efficiency will decrease, which will lead to no interest in learning, aversion to learning, and then fall into a state of learning burnout, thus affecting students' physical and mental health. Research shows that learning burnout affects students' academic situation, experience, subjective well-being and life satisfaction, and even leads to negative emotions, such as apathy, boredom, anxiety, depression and other psychological manifestations, which will have an important impact on college students' mental health.

According to the question "Do you feel depressed after failing the exam because of learning burnout?", the survey found that most people think that they will be depressed after the frustration of failing the exam, accounting for 84.23%; Only 2.66% of college

students think that the frustration of exam failure will not lead to depression, which is relatively small and has little influence. Learning burnout will lead to failure in the exam, which will lead to low mood. From this, we can get that learning burnout will have a negative impact on the emotional psychology of college students, and college students should try their best to maintain a good attitude and refuse learning burnout.

4.2 Negative impact of learning burnout on short-term target learning

If we have learning burnout during our study, the most direct thing is to have a bad influence on our current learning tasks. At least, the learning tasks are completed with low quality, and at the same time, the learning tasks are not completed, or even given up directly. When we encounter similar problems, we will still choose to escape. According to the data of "the influence of learning burnout on your emotional psychology", nearly half of college students think that learning burnout has a general influence on their emotional psychology, 32.28% think that learning burnout has a strong influence on their emotional psychology, about 6.04% think that learning burnout has no influence on their emotional psychology, and 8.14% think that learning burnout has a weak influence on their emotional psychology. It can be seen that learning burnout has a great influence on short-term target learning.

4.3 Negative impact of learning burnout on long-term goal learning

The influence of learning burnout on academic performance reflects the learning burnout under the long-term goal, accounting for 46.72% of the total, only 13.65% of the total, and about 39.63% of college students think that the influence is average. From this, we can see that learning burnout has also had a certain negative impact on long-term target learning, and the specific data is shown in the figure. To a certain extent, learning burnout under short-term learning goals will also have an impact on long-term learning goals. For example, if you don't understand a certain knowledge point, it will be difficult to solve some problems. It can be seen that learning burnout plays a very important role in our long-term development. We should find learning burnout in time, adjust learning burnout status in time, and maintain a positive learning attitude, so as to gain a complete life.

4.4 Study burnout's influence on people around

College students live in a collective, and their personal development is limited by the development of the collective, and the development of the collective also affects their personal development. By setting the question "How do people around you feel when they are learning burnout" in the questionnaire and sorting out the survey data, we can get the results. Most students think that the learning burnout of people around them has a certain influence on themselves, but the influence is not

very strong. Only 6.56% students think that the learning burnout of people around them has a great influence on themselves. Few students think that personal learning burnout will not be affected by the learning of people around them, accounting for only 6.04%. It can be seen that the learning burnout of people around us will greatly affect others, so we should try our best to avoid falling into learning burnout, and help students around us in time when they fall into learning burnout, so that they can quickly adjust their learning status and jointly create a good learning atmosphere.

5. Intervention Measures of Learning Burnout

The intervention measures of learning burnout need to start from emotional adjustment, study plan, study interest, physical exercise and rest, and form a comprehensive intervention strategy. The implementation of these measures requires the joint efforts of families, schools and society to create a healthy and positive learning environment for students, help them get through the learning burnout period and achieve all-round development.

First of all, emotional adjustment and psychological support are the key. Teachers need to teach students to recognize, understand and adjust their emotions, improve their emotional management ability, and thus reduce anxiety and depression. Cognitive behavioral therapy is also an effective method, which can help students better cope with learning pressure and negative emotions and enhance their sense of self-efficacy by changing bad cognition and behavior. In addition, family support is also very important. Parents should provide positive emotional support and encouragement to help students establish positive learning attitudes and values. Schools should provide support systems such as psychological counseling and study counseling to create a good learning atmosphere and environment for students.

Secondly, reasonable study plan and time management are also important means to alleviate learning burnout. Teachers should help students make reasonable study plans and timetables, avoid excessive fatigue and ineffective study, and improve learning efficiency. At the same time, students are encouraged to complete tasks through group discussion and cooperation, so as to cultivate teamwork ability and reduce learning pressure.

Furthermore, it is also the key to stimulate students' interest and motivation in learning. Teachers can stimulate students' interest in learning through innovative teaching methods, such as game-based learning, experiments and discussions. In addition, psychological principles such as suggestion effect and Zeegnik effect can be used to give students positive learning hints and stimulate students' desire for exploration and completion.

Finally, physical exercise and rest can not be ignored. Encourage students to participate in physical exercise, release stress, improve attention and memory, and promote physical and mental health. At the same time, giving students enough rest time and ensuring adequate sleep and rest are important factors to alleviate the study pressure and maintain a good study state.

6. CONCLUSION

This paper discusses the influence of learning burnout on college students' personal emotional psychology, short-term and long-term learning goals, and people around them. Learning burnout not only leads to negative emotions and academic decline, but also affects students' mental health and long-term development. At the same time, it may also have a bad influence on the learning state of people around it. Therefore, college students should pay attention to the problem of learning burnout, adjust their mentality in time, maintain a positive learning attitude, and jointly create a good learning atmosphere.

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